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AUTHOR Saunders, Robert; Smith, Dennie L.
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ABSTRACT

The Lyndhurst Fellowships at Memphis State University and the University of Tennessee at Knoxville were developed in cooperation with the Tennessee State Department of Education as alternative methods for the certification of secondary school teachers. Instead of the normal 4-year teacher preparation program, Lyndhurst offers for those with baccalaureate degrees in the arts and sciences, a 1-year internship to earn teacher certification. Academically talented persons are recruited for the accelerated and clinically based teacher preparation program. There is an intensive 10-week summer program, and fellows also participate in microteaching laboratories, classroom observation, peer teaching, materials development, and other activities which are designed to put into practice the theories of teaching and learning. Interns begin teaching on a two-thirds basis and attend an ongoing seminar which provides mentoring by a team of liberal arts and education professors who emphasize the blending of subject matter competence with teaching skills. (CB)

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AN ALTERNATIVE TEACHER PREPARATION AND CERTIFICATION PROGRAM (LYNDHURST PROGRAM)

Dean Robert Saunders, Project Director

Dr. Dennie L. Smith, Project Coordinator

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This program is a part of the Center of Excellence in Teacher Education of the College of Education at Memphis State University.

Dr. Barbara Burch, Project Director
Memphis, TN 38152

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THE LYNDHURST PROGRAM

The Lyndhurst Fellowships at Memphis State University and University of Tennessee at Knoxville were developed in co-operation with the State Department of Education as alternative methods for the certification of secondary teachers. Instead of the normal four year teacher preparation program, Lyndhurst offers for those with baccalaureate degrees in the arts and sciences, a one-year internship to earn teacher certification.

Lyndhurst recruits academically talented persons for an accelerated and clinically based teacher preparation program. The intensive ten-week summer component is team-taught by faculty in education and the liberal arts with the content and clinical experiences designed to integrate the disciplines of learning theory, human growth and development, planning skills, teaching strategies, instructional resources, classroom management, and the ethics of teaching.

The Fellows engage in microteaching laboratories and other simulations, classroom observation, peer teaching, lesson planning, materials development, test construction, and other activities which are designed to put into practice the theories of teaching and learning. Emphasis is placed on effective teaching research results and their application in learning environments.

In the fall interns begin teaching in the secondary schools on a two-thirds basis. During this time an on-going seminar will provide mentoring by a team of liberal arts and education professors who pay particular attention to the blending of subject matter competence with teaching skills. Special emphasis is also placed on the application of teaching strategies related to the specialized areas.

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Direct supervision in the schools is conducted by a Career Level Two or Three teacher who serves as the Fellow's mentor during the school year.

The Lyndhurst Fellowships were designed for persons with baccalaureate degrees who graduated several years ago and are considering a career change, recent graduates of liberal arts programs, retired TVA or military personnel, and persons who took time to rear a family and are now ready to prepare for a career in teaching.

Fellows pursue their studies in a co-operative learning environment and with a substantial university-school support system. Periodic Quality Control Meetings are conducted to monitor the overall program where a sense of community develops through these open problem-solving sessions.

Requirements for applicants include a minimum of a "B" average in academic major, and/or a "B" average over the last two years of college work; some evidence of prior work with children or other teaching experiences; the ability to score highly on the National Teachers Examination, particularly in the subject area in which the person plans to teach; and good verbal and written communication skills.

Graduate credits earned in the Fellowships Program may be applied to a Master's degree in education provided that admission requirements for the degree program are met.

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TEACHER EFFECTIVENESS

The Lyndhurst Program emphasizes seven characteristics most frequently associated with successful school and teacher effectiveness research.

1. Common agreement regarding standards of behavior is understood and monitored throughout the school community.

2. Common agreement regarding academic performance creates consistent standards for evaluation.

3. Teacher clearly communicates to all students high expectations for learning.

4. A variety of instructional strategies must be selected to provide a learning environment that meets the instructional needs of each student.

5. Teachers communicate learning tasks clearly and maintain a high level of time on task in the learning environment.

6. Students are monitored frequently and given direct feedback concerning their progress.

7. Students are most successful in classrooms where their teachers have professional growth aspirations for continuing their own learning.

8. When high academic goals are achieved by students, genuine acknowledgement is expressed through awards, honors, public displays, as well as positive personal progress reports.

MENTORING RELATIONSHIPS

The mentor relationship emphasizes the importance of developing cooperative relationships for inducting Lyndhurst Fellows into the teaching profession. The mentor is an entrusted and loyal advisor who responds to the professional growth and development needs of the Fellow. Support, encouragement and constructive suggestions are essential characteristics of the mentor-fellow relationship. In the final analysis, the mentor shares the responsibility for the Fellow's effectiveness as a teacher and overall success in the profession.

ROLES OF MENTORS/FELLOWS

TEACHING SPECIALIST

* demonstrate exemplary instructional approaches
* discuss specific instructional strategies, accomodations, and techniques
* provide information regarding location and use of instructional resources
* describe and demonstrate classroom management procedures
* review instructional planning sequences
* evaluate, in conjunction with MSU, the Fellow's teaching performance and related school duties
* observe and critique instructional sequences
* provide assistance concerning the system's/state's evaluation process
* discuss system policies regarding personnel, discipline, instruction and emergencies

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PEDAGOGICAL SPECIALIST

* conduct seminars regarding the problem areas that evolve from actual teaching situations
* discuss issues and problems related to the teaching situation
* provide suggestions for professional improvement
* conduct formal evaluation of teaching experience

EDUCATION SUBJECT SPECIALIST

* demonstrate instructional approaches and resources appropriate to the discipline
* discuss the scope and sequence of the discipline
* discuss issues related to the discipline
* provide information about the professional associations
* discuss problems and situations that evolve from actual teaching situations

ARTS AND SCIENCES SPECIALIST

* discuss the content area in relation to the curriculum in the school system
* observe and critique instructional sequence for content analysis
* suggest additional resources or study for specific content areas
* discuss problem areas that evolve from actual teaching situations

LYNDHURST FELLOW

* prepare and maintain lesson plans for all classes
* prepare for observations and critiques at all times
* observe system policies and procedures
* complete observations in other instructional environments
* maintain an up-to-date journal explaining problems and successes

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LYNDHURST COURSES

28 semester hours

SUMMER 1	FALL	SPRING
Pedagogical Knowledge and Skills	Experienced Based and Specialized Pedagogical Skills	
EDUC 7000 Analysis & Practice of Teaching I (3)	CIED 7800 Internship Teaching (2)	CIED 7800 Internship Teaching (6)
EDUC 7010 Analysis & Practice of Teaching II (3)	CIED 7081 Special Methods (2)	EDUC 7022 Professional Dev. Seminar III (2)
EDUC 7020 Professional Dev. Seminar I (2)	EDUC 7021 Professional Dev. Seminar II (2)	Independent Study: Readings in Content Area (1)
EDUC 7032 Classroom Mgmt. (2)	Independent Study: Readings in Content Area (1)	
	EDFD 7003 Cultural Found. in Education (2)	